

**A CASE STUDY OF THE TEACHER'S CHALLENGES AND  
STRATEGIES IN TEACHING 5TH GRADE STUDENTS OF MIXED-  
ABILITY CLASSES**

THESIS  
Submitted in Partial Fulfillment  
of the Requirement for the Degree of  
*Sarjana Pendidikan*



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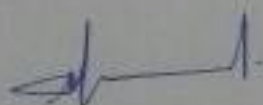
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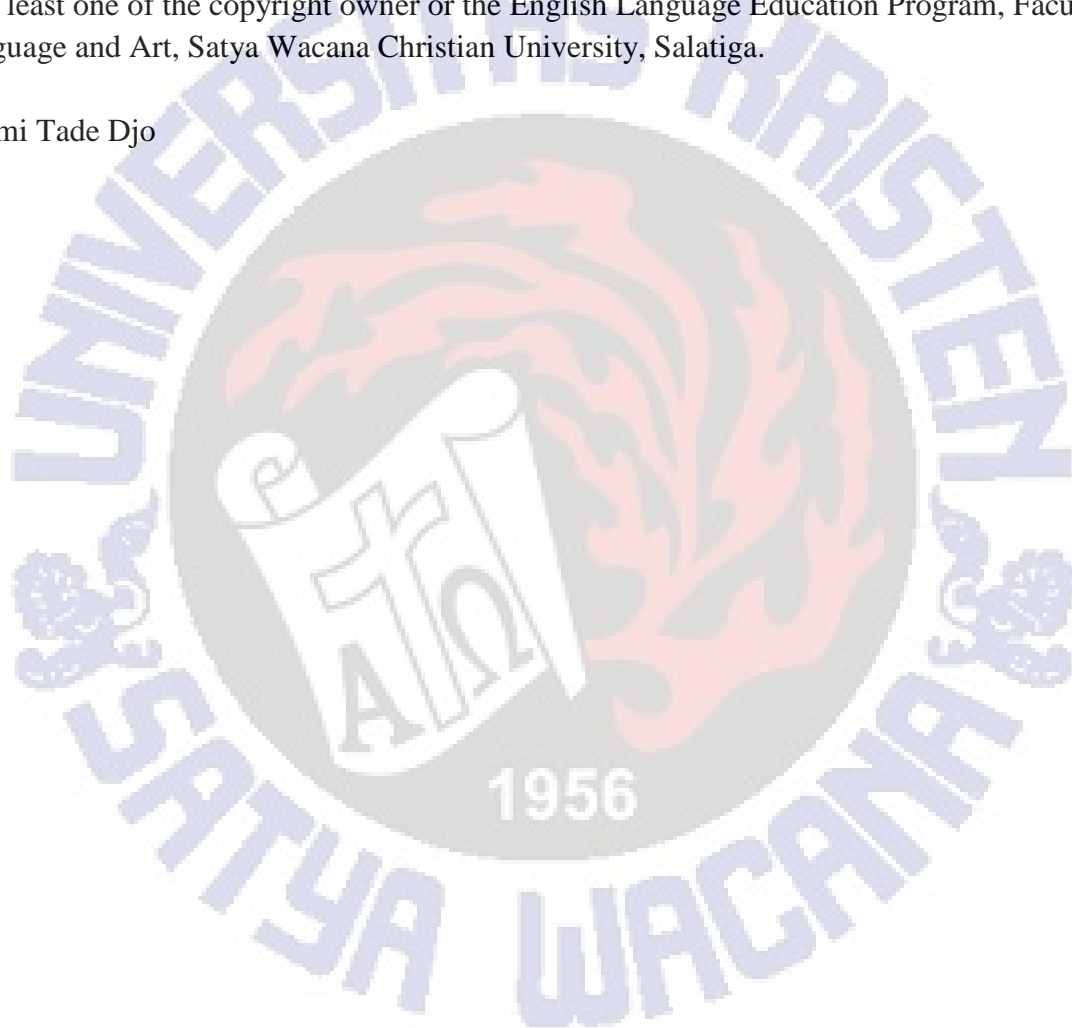
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## ***1. Introduction***

Human society was applied in a mixed-ability world and that there are differences among people (Fisher, 2001). This means everybody might have different ability level in everything. It necessarily affects the field of education. Since every student is special, they might have a variety of capacity in absorbing the lesson during the teaching process in the class. According to Tomlinson (2001), mixed-ability classes can foster personal and social development in students. Therefore, the language teachers should be aware of the problems of mixed ability classes and their solutions to identify the source of troubles in their classes and to cure them. Also suggested by Ireson & Hallam (2001), teachers need to recognise that a class is multilevel because children have different strengths and weaknesses and develop at different rates. However, a research by Ireson, Hallam and Hurley (2002) stated that both setting and mixed ability do not provide significant advantages to increase students achievement level. Every learner has his/her own learning style and linguistic background knowledge. Where this means, mixed-ability class system does not seem to be a rare thing to find, because every student might be different from one another. Thus, there will be no significant difference of advantage between setting or mixed ability classes. However, in another study, researchers (Hallam & Toutounji, 1996) suggest that the key to success is not how pupils are grouped but the attitude and skills of the teacher in the classroom. This statement shows that teachers may hand the biggest role in determining the success of the teaching-learning process in class.

Previous researchers have done similar studies in this field of multilevel class teaching and learning. Al-Shammakhi and Al-Humaidi (2015) conducted a research to investigate the strategies and challenges in mixed-ability teaching and learning process. It was done through spreading two sets of questionnaires to 170 fifth grade English teachers in Oman to identify the challenges that teachers face in class and strategies to cope with those



challenges. The result showed that EFL teachers face challenges related to teaching and learning, motivation, materials, and classroom management. The main strategy revealed was that teachers need to be trained to deal with individual differences and care about the students' different abilities

A study was also conducted in Taiwan by Huang (2014) to investigate Taiwanese English teachers' perception about MAT (Mixed-ability Teaching). This study was done through distributing questionnaires to 80 English teachers. The findings of this study showed that class size, learning hours, equipment had been the major areas of challenges faced by the teachers.

Another study was conducted by Svard (2006). She studied how upper secondary English teachers should work in order to reach the weaker students. According to the findings from the interviews, the best way was through ability grouping. The most important factors according to the teachers were: a good atmosphere, clear instructions, structure, and setting routines.

There was also a similar study done in Cyprus by Xanthou and Pavlou (2010) to find out the teachers' perceptions of students' attitudes in multi-level classes. This research was done by spreading questionnaires to 114 EFL teachers and also through in-class observation to elicit information about the attitudes of students with and without prior knowledge of English. The result of this research showed that there were differences between the attitudes of students with prior knowledge of English and students without prior knowledge of English (PKE). Students without prior knowledge of English tended to feel reluctant to express their thoughts and avoid class participation. Besides, there were also false beginners with prior knowledge who tended to respond negatively to the material as they knowledge had been more advanced than their classroom-mates.

Those previous studies and the researcher's experience in dealing with such mixed-ability students during her teaching practicum, have led the researcher to some questions: What about the school that is applying this system? Are there any challenges that the teachers face in dealing with the classes? Are there also any strategies that the teachers use to overcome the challenges? Therefore, I was interested in doing a research in this field of teaching multi-ability class to investigate the teachers' challenges and strategies to overcome in the classroom to deal with mixed ability students in SD Kristen Terang Bangsa Semarang as an education institution which applies a mixed-ability class method.

The purpose of this study was to find out the strategies to cope with the challenges when teachers deal with mixed-level students. By reviewing those previous studies, the researcher found out that there was no conducted study that is more concerned with personal experience of the teachers, since almost all were conducted in the form of quantitative study. Therefore, in this study, the researcher decided to design it in the form of descriptive qualitative to dig more deeply about teacher's personal experience of a teacher to create strategies when dealing with the challenges she found when teaching English in mixed-ability classes. The researcher hoped that this study could be useful for teachers who would deal with such classes.

### ***Literature review***

#### **Mixed-ability Classroom definition**

McKeown (2004) defines a mixed ability class consists of a group of average and able children with a subset of children who have learning problems. Students are set in classes according to their age and year of study. They are grouped randomly regardless of

their attainment and levels of ability (Lyle, 1999; Bremner, 2008). Mixed ability level teaching is related to working together with students who have different personalities, skills, interests and learning needs (Bremner, 2008). Thus, to specify, Gurgenidze (2012) said that mixed ability classes are a fact of not only language classes but of all courses. Since every single student has his own language background, learning speed, learning ability and motivation that cannot be the same with his classmates. It may be impossible to have a homogeneous class in terms of those aspects; no matter where we live in the world or at which school we teach. Not only that, she also adds that mixed ability class does not just consist of a range of abilities but also a range of learning styles and preferences. Multi-ability class has been defined by Hess as one which “not only differed in language acquisition ability, but also in age, motivation, intelligence, self-discipline, literary skills, attitude and interest” (Hess, 2001, p.1).

#### Challenges faced by the teachers in mixed-ability classroom

Regarding to the heterogeneity in any mixed-ability classroom, teachers may find challenges in giving equal portion of learning experience to all students in the classroom (Hernandez, 2012). In real teaching contexts, teachers still need any training on how to cater for the different ability levels in the classroom. They are not given many guidelines to help them prepare for suitable adaptation according to students’ needs. The teacher's book, for example, does not support teachers in differentiating the materials in order to cope with mixed ability classes (Perera, 2010). Moreover, Xanthou & Pavlou (2010) found in their study conducted in Cyprus that teachers faced many difficulties and the syllabus did not accommodate all the students with their different levels and abilities. Furthermore, Ellis’ study (2004) shows that the variety of learners’ aptitude and motivation towards learning a new language might also be a serious challenge that teacher should face in class as it caused the imbalance speed of acquiring the lesson in class. To put it simply, there are learners who

can comprehend easily, there are some who find it hard to understand basic information, and there are learners who lie somewhere in between.

#### Strategies to cope with those challenges

Grudgenize (2012) said in her study that the language teachers should be aware of the problems of mixed ability classes and their solutions to identify the source of troubles in their classes and to cure them. She also adds that teachers teaching in a heterogenous class might need to learn new organizational and / or classroom management skills – and that may be something beyond their pedagogical skills. Howard Gardener's Theory of Multiple Intelligences also tells that lower students are not less able than others. They just need a different kind of stimulation. Ellis (1994) states that learners' aptitude and motivation towards learning a new language are the main factors that affect their performance in language classes. Hernandez (2012) also believes the power of grouping as she states that the greatest resource that would help the students to achieve any learning goal would be their peers. Researchers (Hallam & Toutounji, 1996; Harlen & Malcolm, 1997) are now suggesting that the key to success is not how pupils are grouped but the attitude and skills of the teacher in the classroom when dealing with the students.

#### *The Context of The Study*

This research is aimed to investigate the challenges and strategies of teachers who are teaching English to mixed ability students in their classrooms. This research was conducted to an English teacher of the fifth grade SD Kristen Terang Bangsa. This setting was chosen because this school is private school applying the system of mixed-ability classroom management, thus this teacher would be much appropriate for this study, as also the belief of the researcher that this study could benefit the teachers by providing the challenges and strategies used related to such classes they are dealing with.



### ***Participants***

The participant of this study was 1 English Teacher of Terang Bangsa Christian Elementary School. The teacher was selected using criterion sampling, as she had more intensive time in teaching English to mixed-ability students on 5th grade. She was teaching English to 7 different classes per week with approximately 4 hours per class every week. This situation might allow her to have variant complex challenges and strategies when teaching English to those classes.

### ***Instrument***

The main tool of this qualitative study were a list of twelve criteria of mixed ability class (Gurgenidze, 2012; Bremner, 2008; Hess, 2001) and 18 questions of interview that were concerned with the challenges and strategies in teaching English to mixed-ability students in the area of syllabus and teacher's guide, student's learning speed, motivation, skills and interest, teachers' training, and students' task classification.

### ***Data Collection and Data Analysis Procedure***

The procedure of data collecting was done by interviewing a fifth grade English teacher in SD Kristen Terang Bangsa. The data then were analyzed through qualitative descriptive analysis. The data gathered from the interview would be transcribed to better understand the teacher's point of view related to the study.

### ***Findings and Analysis***

Researchers define the criteria of mixed-ability classes in some different ways. However, this study selects only some of the definitions and combine them into a list to describe how variant was the students' level in fifth grade of SD Kristen Terang Bangsa. This

list below was taken from Gurgendze's (2012), Bremner's (2008), and Hess' (2001) definition about mixed-ability classes.

No.	Type of Mixed-ability	Mixed	Not mixed
1	Background Language	v	
2	Learning speed	v	
3	Learning ability	v	
4	Language acquisition ability	v	
5	Learning motivation	v	
6	Personality	v	
7	Skills	v	
8	Interests	v	
9	Learning needs	v	
10	Literary skills	v	
11	Self discipline	v	
12	Attitudes	v	

The list showed that the ability of the students were very mixed in all terms. All students did not share the same language background. The fifth grade teacher who was being interviewed mentioned that those who got private course outside the school would have more knowledge about English than those who did not. According to the teacher, the students' level of learning speed, learning ability, language acquisition ability were also different

among each other. Some would easily memorize the words that had been taught in the class, some would even hardly pronounce the alphabets. They also varied in term of motivation. Students' motivation was much relied on the teacher who was being the supervisor in the class, parents and the subject teacher. If the students were not highly motivated or encouraged by their parents and their class supervisor, it would be hard for them to get motivated to learn everything that was taught in the class. They also surely had different personality, skills and interests. Their learning needs and literary skills were different to each other. Where some still needed guidance from the basic, while some needed more advanced material. Moreover, the students totally varied in terms of self discipline and attitudes.

Regarded to all of the description about mixed-ability class, there were a number of challenges raising up and strategies to cope with them. The challenges and strategies were divided into seven categories, which were: syllabus and teacher's guide, learner's learning speed, motivation, skills and interests, teacher's training, and classroom task classification.

#### Challenges and Strategies

##### a. Syllabus and teacher's guide

Syllabus is the first thing first that will guide the teacher on how to manage the material for the class. The interview result showed that the teacher found challenges regarded to syllabus. She said that the difficulty level was too high for fifth graders. That it should actually be taught to higher level.

**Teacher:** Because the syllabus was actually not sufficient. The level was too high for the fifth grade students.

These challenges were also revealed in Perera's (2010, p. 4) research that 'there was only a little attention focused in preparation of learning materials on how

to cater to the different ability levels of the students. Nor were there any guidelines as how to adapt the teaching procedures to cater the different ability groups of students identified with regards to their English language proficiency'. Similar challenge was also found in Gurgednize (2012) mentioned that teachers have difficulties in finding appropriate teaching materials and resources that fit the needs, learning styles, individual language level and interests of all pupils.

These challenges had made the teacher should be aware of some ways to solve it. She was trying to develop the syllabus and teacher's guide by creating some applicable activities since the teacher's guide book did not provide practical ways for teaching activity in the class. Through the interview, the teacher said that she was always trying to get out of the box.

**Teacher:**For example: in the syllabus there were no experiments, so I used experiments during my teaching.

**Interviewer:**Did you mean the experiments as practices?

**Teacher:**Yes, outdoor or indoor practices.

**Teacher:** For example when I taught about Insects, I did a practice. I asked the students to go outside and find a real example of insects.

The teacher gave one example of thinking out of the box. It was in the application of the material about Insects. She asked the students to go outside the class and try to find some real insects. Outside-class teaching was indeed a kind of fun learning for students as they usually have inside-class teaching for all subjects except sports class. This trick was not provided in the teacher's guide.

b. Learners' learning speed

Second challenge was caused by the variety of learners' learning speed. As the students with the higher speed level of learning used to finish the task in the class earlier.



**Teacher:** About learning speed, of course the students in every class are different. There are some how can follow the learning process, there are some who find it hard to follow.

**Interviewer:** Could you give example when you are teaching something?

**Teacher:** Yes. When I taught English about alphabets. Yes, I taught alphabets from A to Z because there are some students who still can not pronounce it right. Some students find it easy to pronounce but some are very low and can not do it at all. That was one of the concrete examples.

This challenge was also supported by Xanthou and Pavlou (2010, p. 474) that ‘fast finishers carry out their tasks before their classmates. In this context, the weak learners either lose their confidence or disrupt discipline as they cannot respond as quickly as their counterparts.’

There were two strategies revealed from the interview. First was through giving another assignments to those who could finish the task earlier. This would help the students not to get bored while waiting for the others to finish their assignments.

The teacher would also go around and help the weaker students.

**Teacher:** Yes, I used to... after the fast learners finished their assignments in class, I gave them additional assignments, I gave them another material to do, so they would not feel bored when waiting for the low learners to finish. For the weaker learners, I approached them personally.”

**Interviewer:** Then, when you did approach them, what did you to them?

**Teacher:** When they asked me about something, or told me, “miss, I couldn’t do this, what does this mean?” I would explain it to them and told them that it meant.

The second one was through mixed-ability grouping.

**Teacher:** Or, I could give them a group work and I would mix the students, I would place fast, middle and low learners in one group, and I would make all of the students have part to do in the group.

The teacher would give assignments to be done in group, set the group by putting together some high learners with some middle and some low learners in one group, and assure that each student has a role in the group work. Group/pair-work activities were also mentioned by Gurgednize as a useful tool not only for the teacher to observe students but also for the students to cooperate and to learn from each other.

When a strong student works with weaker students, the student can be a source of knowledge in the group (Gurgenidze, 2012). Group work is an important element which requires the teacher management ability for achieving good results. It makes the members of the group interact and communicate with each other.

c. Motivation

The variety of learners' motivation in learning also brought its own challenge to deal with.

**Teacher:** The students motivation in learning were depending on the teachers and also parents.

The interview result gave a highlight to this related to teachers' and parents' role in increasing students' motivation. As we know that teacher handled a big role to determine the success of students,

by being available when students needed a help when doing their homework.

The interviewed teacher gave one example of a single parent that could not be available for helping her kid studying at home. Since she was only a single mother, she reasoned that she should go to work everyday and could not spare time to help her kid in the home. Thus, this teacher tried to give some advice to the mother and asked for permission to give a sanction to the student. According to her experience, there were many parents of her students who relied all the responsibilities to teacher only and did not feel responsible to give guidance to their kids at home.

**Teacher:** I called the parent, and she told me, "miss, I didn't have time to guide my kid then they were studying at home or when they were doing their homework because I am a single parent."

**Teacher:** So, actually doing a personal approach to parents could be very effective. We could know the problems in their family.

The teacher believed that the good communication between teacher and parents' availability to be their kids' guide for students's learning process at home

were things that should be considered deeply to increase the students' motivation in learning.

Many teachers are aware that fostering student's interest and motivation is important for young learners. One teacher points in research: "It is important to let students feel that English is interesting, or they will give up learning English early." (Huang, 2014. p. 89)

Furthermore, according to the teacher, students' motivation in learning was fully related to their psychological conditions. As the motivation be increased, their psychological life could also be saved.

**Teacher:** Because teacher's responsibility was not only to teach, but also to concern about the students' psychological life and to save it.

#### d. Skills and interests

Fourth challenge was raised from the variety of the students' skills and interests. For each student must have different skills and interests as what had been showed in the mixed-ability list above, there were some who showed their interest toward English learning, and there were some who did not.

**Interviewer:** So we go directly to the students' skills. What about their skills?

**Teacher:** Skill in English? Of course it is variative.

**Interviewer:** What about their skills in other areas? Like something that they can do. Is it also variative?

**Teacher:** Oh, sure.

**Interviewer:** Their interests?

**Teacher:** Their interests are also variative. As what I have mentioned before. Students who had private course outside must be different from those who had not.

This situation surely brought a challenge to the teacher on how to get all students increased their English level. For the lower level, the teacher chose to use personal approaching and also motivation.

**Teacher:** I always emphasized that nothing could be so difficult if we wanted to try. I even gave example, “when you were still a baby, could you walk by your own?” “no, I could not, miss.” “Ya, you had to start from crawling, then walking step by step. So did with learning English, you should start from the very beginning.

**Teacher:** For the students, we can not just give them things to be done. They should be guided from zero.

The teacher gave an illustration about a baby that can not walk, and should learn step by step to get to walk, so as to with learning English, everyone should learn from the very basic to get to the next level. The teacher added that the low learners should be guided in every learning process, teachers could not only give things for them to do but be with them in their process of doing it. It was important to make students feel comfortable in the class. By approaching the students one by one would help them feel visible in the class, and giving them motivation would make the students feel that their teacher cares about them. The feeling of safety, would build an interest toward the teacher and toward what is taught by the teacher. This was also why the interviewed teacher stressed more on having a fun English class, making the students feel relax when learning.

**Teacher:** I often used games or songs, or approached the students by motivating them, “you can do it!” Children need to be acknowledged, need to be appreciated and respected.

Because the teacher believed that a fun English class would help to develop students’ interest in learning English, because they would not feel it was as a boring subject and it would also help them enjoy the teaching-learning process in the class.

#### e. Teacher’s training

Teacher’s training is one of crucial strategies. This was mentioned by the interviewed teacher.



**Teacher:** Based on my perspective, it was required for teachers to get trainings. Teachers should know how to handle students who were difficult to read, or to handle students who were lazy to study. However, for the application, it would be depending on the teacher.

As stated in Hernandez (2012) that EFL teachers need more training and practice in implementing certain strategies with their students. Students may eagerly help each other if they have a qualified teacher to guide them and apply the appropriate strategies. According to the interview result, the teacher agreed that teachers for mixed-ability classes need to get some trainings on how to handle such classes. Teachers should know things such as: how to handle students with low literacy skills, or students with less learning motivation. However, those trainings are only theories, and what is needed more before theory is a heart that is willing to serve. The interviewee stated that the application of the theory will rely back on the teacher personally.

**Teacher:** But it all should be begun with a self motivation, having a motherly sense, teaching sense.

**Interviewer:** So, according to you, being a teacher doesn't only require trainings but also a heart.

**Teacher:** Yes, it needs a heart that is willing to serve. It is the part that should be emphasized. Because, if a teacher didn't have a heart willing to serve, it would be difficult.

Wright (as cited in Perera 2010, p. 19) also stated that teacher usually lacks of motivation to believe in their students' desire to learn and also they have no confidence in their own ability to motivate these students. These factors can contribute the ineffectiveness of the teachers handling mixed ability classes. Some of the other weaknesses of many teachers are they are not being confident enough with their language capability and lack of training in techniques and methodology. Hess (2001) points out that managerial techniques and workable routines can help teachers. It means that more knowledge and information about managing discipline should be introduced to teachers.

So, the collaboration of knowledge from training and a heart that was willing to serve will be good equipments for teacher dealing with multi-ability classes.

Besides, one special thing that the teacher also mentioned was about special needs students, because this school has a system to mix usual children with special needs children.

**Teacher:** You must have known that there are some special needs students in our school. And for such students, we let nannies to guide them privately in the class. Because it would be difficult for the teacher to spare time for the special needs students and other students if we do not have nannies.

Thus, the class with special needs children will have nannies who also joined the class all day to give personal guide to such students. Where this was also a strategy to handle such mixed-ability class, to enable teacher to give equal attention to the other students.

f. Classroom task classification

Classroom task classification was a successful strategy stated by Gurgenidze (2010). She said in her research that if teacher wants to ensure that all students perform to their maximum potential, the teacher must identify these problems and deal with them accordingly such as differentiating the tasks level of stronger students and weaker students. This situation was also written in Tomlinson (2001) that teachers now still typically asked the same questions about teaching and differentiation about how they should grade the test result, how they should differentiate instruction in standardized test, how to be fair in giving works to the students.

This was a strategy to differentiate the task level of the students according to their cognitive level. However, the interview result showed that this strategy was not successfully applied by the teacher to the students.

**Teacher:** I once did like that (classifying the students' task), but it was being complained by the students' parents.

**Teacher:** When they complained, I explained to them, "your kids' ability are above the average." But then they said, "but it still can not work like that. It is not fair for my kids, why do you not just give them all the same task?" Finally, because I got so many complains, I just gave the same task to all students.

**Teacher:** The students also complained in class, because they witnessed it by themselves.

The students' parents however knowing that their kids got different level of task and homework, came to the teacher and complained. They (parents who had high cognitive level kids) thought that it was an unfair decision to give their kids a harder level of assignment as they had to put more effort to finish the task than their lower level friends. Moreover, in the class itself, the students also complained why they got different kind of assignments

However, even though the interviewed teacher finally gave the same task to all students, she tried to treat each students differently based on their needs.

**Interviewee:** So, as I observed from this interview, you did have different tricks for each student, right? You treated them differently although they got the same task.

**Teacher:** Yes. It was all because of their absorbing ability is different from each other

**Teacher:** Yes, personal approaching has a very good function if being applied.

She did emphasize on the personal approaching. She said that it was better for teacher not to wait for students to come and ask for help. Instead of it, teacher should come first to the students and offer for help if they needed.

**Teacher:** So, I emphasized that students do not need to come to the teacher for anything, we as teachers should initiate to come to students first.

Those challenges and strategies were used to get a better equality of students' English level in the class. The interviewed teacher was emphasizing more on having a fun class

atmosphere to let the students be more relax and interested in English language teaching and learning.

**Teacher:** Yes, I have (additional strategy) , it is about outdoor learning. Because the atmosphere outside must be different. I often asked the students to learn in the soccer field. They had fun. Because, if we observed, the students have been studying all day. As teachers, we should be attentive. Oh yes, the children physiscs could be tired. Our minds, as adults, can feel tired, so as with the kids

She sometimes used games, songs and outside teaching to create a more conducive atmosphere for teaching-learning process. Since she realized that teacher's responsibility was not only to teach the material to the students, but also to teach them to have a good character, as she believed that good character was built from a fun class and fun-going teacher, and that the good character had much correlated to the students' ability in the learning process.

### ***Conclusion***

The main purpose of this research is to reveal the challenges and strategies used in dealing with mixed-ability class. Through the interview, the researcher found some challenges, such as: challenge in the appropriateness of syllabus and teacher guide book, challenge caused by the variety of learners' learning speed, skills and interests and motivation. This research also would like to see the effectivity of some strategies to cope with the challenges, such as: classroom task classification, teachers' training, and student-teacher evaluation. The result of this study showed that the teacher indeed found challenges in the field of syllabus and teacher guide book. The strategy used to cope with this challenge was by developing the material out of the book to be more appropriate for the fifth grade students. The challenge found in the learners' learning speed was solved by a strategy of providing more material for the fast learners and giving personal help to the weaker learners. One more strategy was by using mixed-ability grouping assignments. This is to let the fast and low



learners work together. The next ones were in the variety of students' skills and interests. The teacher tried to cope with those challenges by personal approaching and motivation. These strategies was believed to be able to increase the learners' interest to learn English. Learners' motivation was also being a challenge for the teacher. Its strategy was actually relied on the parents and the class supervisors. Thus, it was necessary to build up a good communication with the parents. The strategy of classifying students' task was applied unsuccessfully since it gained protest from parents and students. Teachers' training was stated as a needed strategy, but it should also go with the teachers' willingness to serve the kids, as being a teacher did not only require theory, but should also have patience to deal with the kids. This result showed that even though there were some challenges raising up in handling mixed-ability classes, the teacher could still manage to find strategies to cope with.

Lastly, this study is limited because it is only restricted to a school that is applying mixed-ability system in their classroom management. Thus, a continual research might be applied in setting-ability or homogenous area to see the challenges that teachers face and strategies that teacher create to cope with, or to compare challenges and strategies in mixed-ability to challenges and strategies in setting-ability area.

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## Appendix

### Interview Questions

Menurut definisi dari Gurgendze (2012) mixed-ability classes adalah kelas yang siswanya memiliki perbedaan yang signifikan latar belakang bahasa mereka, kecepatan belajar, kemampuan belajar, motivasi belajar. Dan juga menurut Bremner (2008), mixed ability juga didefinisikan siswa-siswi yang memiliki perbedaan kepribadian, keahlian, ketertarikan dan kebutuhan dalam belajar. Dimana ini didukung juga oleh Hess (2001) bahwa perbedaan tidak hanya terletak pada kemampuan mereka menyerap materi yang diajarkan, tetapi juga kedisiplinan diri, kemampuan baca-tulis, perilaku.

No.	Type of Mixed-ability	Yes	No
1	Latar belakang bahasa		
2	Kecepatan belajar		
3	Kemampuan belajar		
4	Motivasi belajar		
5	Kepribadian		
6	Keahlian		
7	Ketertarikan		
8	Kebutuhan dalam belajar		
9	Kemampuan menyerap materi yang di ajarkan		
10	Kedisiplinan diri		
11	Kemampuan baca tulis		
12	Perilaku		

Interview questions



1. Ada berapa kelas yang diajari oleh miss? Rata-rata jumlah siswanya berapa disetiap kelas?
2. Kalau kelas2nya merupakan kelas mixed-ability, berarti miss memiliki tantangan tersendiri ketika mengajar ya?
3. Bisakah miss jelaskan secara umum permasalahan-pemmasalahan yang miss dapatkan ketika mengajar bahasa inggris di kelas-kelas tersebut?
4. Bagaimana dengan silabus? Apakah miss melihat bahwa silabusnya sudah cukup memadai untuk mengakomodasi semua kebutuhan siswa dikelas? Bisa berikan contohnya?
5. Jika tidak bisa mengakomodasi, strategi apa yang miss gunakan untuk mengatasi ini?
6. Gimana sama buku panduan guru, apakah itu sudah cukup memadai untuk mengatasi keragaman kemampuan siswa di kelas? Bisa berikan contohnya?
7. Jika tidak, apa strategi yang miss gunakan didalam kelas untuk melengkapi kekurangan dari buku panduan guru tersebut?
8. Bagaimana dengan kecepatan belajar siswa? Apakah itu juga menjadi tantangan? Bisa jelaskan contohnya?
9. Jika itu merupakan tantangan, apa strategi yang miss gunakan untuk mengatasi tantangan tersebut?
10. Bagaimana dengan motivasi belajar siswa yang beragam? Apakah itu juga merupakan tantangan? Bisa berikan contohnya?
11. Apa strategi yang digunakan untuk mengatasi keberagaman motivasi tersebut?
12. Bagaimana dengan bakat/kecerdasan anak? Pastikan itu membuat kemampuan bahasa inggris siswa dikelas menjadi sangat beragam. Apakah ini juga menjadi tantangan tersendiri bagi miss dalam mengajar bahasa inggris? Bisa berikan contohnya?
13. Bagaimana cara mengatasinya?
14. Apakah ada lagi tantangan lain yang miss alami didalam kelas? Bisa berikan contohnya?
15. Apa strategi untuk mengatasi masalah tersebut?
16. Apakah menurut miss, untuk mengajari mixed-ability classes, guru2nya harus terlebih dahulu mendapatkan pelatihan khusus mengenai bagaimana harus menangani kelas2 demikian? Atau bisa siapa saja yang mengajari?
17. Apakah menurut miss, penting untuk memisahkan jenis tugas untuk yang low-learners sama yang high-learners.

18. Apalagi strategi-strategi lain yang miss temukan sendiri dalam proses mengajar miss, yang patut dicontoh bagi guru-guru lain yang mengajari kelas-kelas demikian?



## Transcription

Me : Ya. Jadi ini yang pertama ya miss ya. Latar belakang bahasa. Nah, kemampuan bahasa Inggris nya anak2 itu... kan miss ngajar berapa kelas kemaren?

Te : Tujuh kelas

Me : Tujuh kelas. Jadi kita sekarang bahasnya yang nasional aja yah miss... menurut miss, kemampuannya anak-anak dalam bahasa inggris beda2 gak sih?

Te : Beda2. Malah cenderung low. Karena mereka itu datang dari berbagai latar belakang. Mereka juga ga pernah belajar bahasa inggris. Nah, memang dikelas 1 diperkenalkan, tapi juga tergantung dari gurunya. Karena kita belajarkan dari dasar, kalo dari dasar gurunya sudah kuat, pasti ke atas-atasnyanya ngikutin kan. Contoh, ketika saya pegang kelas 5. Mereka saat ditanya mengenai pengucapan, mereka sama sekali tidak pernah mendengar, mengucapkannya salah, melafalkannya salah.

Me : Tapi ada yang bisa gitu ga miss?

Te : Ada yang bisa. Lalu saya tanya ke beberapa yang bisa. Kamu kalo pintar bahasa inggris karena apa? Belajar atau apa? Ternyata mereka kursus.

Me : Kalo yang nomer 2, ini kecepatannya belajarnya mereka variatif juga ga sih miss?

Te : Kalo kecepatan belajar, iya pasti disetiap kelas ada. Ada yang gampang mengikuti, ada yang sulit sekali mengikuti.

Me : Bisa ngasih contoh gak miss? Pas ngajar apa gitu?hehe

Te : Ya ngajar bahasa inggris lah. Yang simple aja. Kemarin saya ngajarin alfabet dari A sampe Z. Karena mereka belum bisa. Karena pelafalannya salah. Contoh: A bacanya tetep A. Itukan salah. Itu kemampuan mereka itu padahal udah belajar berkali-kali ya, ada anak yang gampang menyerap karena mereka sudah terlatih, ada juga yang low, ga bisa. Samasekali ga bisa. Contoh konkret aja yang kecil seperti itu.

Me : Kalo kemampuan belajar miss?

Te : Sama saja kemampuan mereka belajar.

Me : berarti variatif ya. Berarti sepertinya ini bakalan masuk kriteria gitu untuk masuk ke wawancara selanjutnya.

Trus yang berikut itu motivasi belajar. Ada yang semangat banget belajar ...

Te : Motivasi belajar itu tergantung dari gurunya. Saya lihat dari beberapa kelas, juga tergantung dari guru wali kelasnya. Contoh: Ada beberapa kelas dari 7 kelas itu. Mm, boleh gak saya nyebut nama ya? Ada dari kelas Miss A dan Sir S. Kenapa saya bilang daya serapnya atau motivasinya kurang, karena gembalanya ini tidak bisa memotivasi mereka. Jadi dilepas gitu aja. Karena gembala itu kan ada yang bilang, “ah, anak udah besar kok. Kenapa sih harus seperti itu.” Itu baru disekolah, belum lagi kalo lingkungan dirumah. Miss naomi tahu sendiri kan kalo di nasional ituka beraneka ragam, dari karakter orang tua yang beraneka ragam kan. itu paling parah disitu. Nah sedangkan gurukan itu memotivasi mereka, “ini lho nak, enak lho disini.” Contoh saya, dari 7 kelas, ada 5 itu yang mereka welcome sekali dengan bahasa inggris. Kalo saya masuk mereka seneng. Mereka fun. Saya ulang tahun mereka fun. Mereka ini apa dengan berbagai cara. Kalo saya gak masuk, mereka tanya, “miss kenapa gak masuk? Kita pengen bahasa inggris.” Nahh, jadi mereka antusias. Jadi apa beberapa.

Me : Nah, itu kalo motivasi belajar ya, jadi variatif juga. Kalo kepribadian miss? Variatif ga?

Te : Kepribadian anaknya?

Me : Iya.

Te : Oh jelaas. Jelas banget.

Me : Ya, langsung aja yah. Kalo keahlian?

Te : Keahlian dalam berbahasa? Dalam berbahasa inggris contohnya? Yaa variatif. Beda dengan yang sudah sering kursus ya. Beda kan?

Me : Kalo keahlian dalam hal-hal lain gitu, kayak apa ya, sesuatu yang mampu mereka lakukan kayak bakat gitu. Variatif juga pasti.

Te : Oh iyaa.

Me : kalau ketertarikan? Variatif?

Te : Ketertarikan ya variatif seperti yang sudah saya contohkan tadi.

Me : Terus, kebutuhan dalam belajar.

Te : Ya, kebutuhan dalam belajar, maksudnya seberapa penting pelajaran itu buat mereka?

Me : Bukan, kalo kebutuhan dalam belajar itu, mm ada yang butuhnya sudah high level gitu, tapi ada juga yang butuhnya masih dari dasar.

Te : Ya variatif. Seperti yang saya bilang, kelas 5, ada yang mereka udah biasa, tapi ada juga anak-anak yang dia belum ngenal itu.

Me : Trus, kemampuan dalam menyerap materi yang diajarkan.

Te : Bervariatif juga. Malah banyak yang cenderung low.

Me : Kalau kedisiplinan diri miss,

Te : Nah itu sama. Tergantung juga dari gurunya.

Me : Kalau kemampuan baca tulis?

Te : Kalau kemampuan baca tulis, sudah bisa. Cuman kalo khusus dalam bahasa inggris, mereka masih kesulitan.

Me : Berarti keliatan gak miss. Mm perbedaan kemampuan mereka kalo dalam bahasa inggris gitu?

Te : Dalam mata pelajaran yang lain gitu?

Me : Bukan. Kalo dalam bahasa inggris tok, keliatan ga perbedaan kemampuannya mereka?

Te : Keliatan banget. Berbeda.

Me : Kalo yang terakhir, perilaku

Te : Variatif. Ada yang anaknya... miss tau sendirikan? Hahah, udah tau sendiri, gak perlu dijelaskan.



Me : Nah, sekarang kita masuk ke pertanyaan interview. Yang pertama, ada berapa kelas tadi yang miss ajarkan?

Te : Tujuh kelas.

Me : Nah, disetiap kelas itu, jumlah siswanya rata-ratanya berapa?

Te : Rata-rata 25-26, paling banyak 27.

Me : Kalau... kan ini miss ngajarnya dikelas yang mixed-ability. Jadi sangat variatif kayak yang kita lihat disini. Itu pasti miss menemukan tantangan-tantangan tersendiri untuk meng-handle kelas-kelas yang demikian. Bisa ga mis jelaskan tantangan-tantangan apa saja yang miss temui.

Te : Ya. Contohnya tantangan tentang cara pengucapan, dengan berbahasa inggris pengucapannya. Itukan pasti tantangan tersendiri. Bagi saya caranya itu yaa saya melatih. Setelah habis selesai ngajar, saya kalo ada waktu saya ngelatih.

Me : Itu untuk yang masih low gitu kemampuannya.

Te : Ya. Masih low. Dan kebanyakan untuk anak kelas 5 cenderung banyak yang low dari 7 kelas itu. Yang sudah benar-benar fasihpun mereka tidak melafalkannya dengan benar ya. Itu beberapa.

Me : Nah trus apa lagi miss? Selain pengucapan, apa lagi?

Te : Mm, grammar. Grammarsnya juga amburadul juga. Terus, pengartian bahasa inggris mereka samasekali gak ngerti.

Me : Itu apa ya? Vocab ya?

Te : Ya, vocabulary-nya juga ga mudeng samasekali. Terus daya ingat nya apa ya, mereka itu tidak bisa menyerap trus mengingat-ingat, padahal sudah ditulis. Karena mereka ga mau baca, saya ga tau. Padahal sudah ditulis, sudah ditaruh dibuku. Kita sudah sama-sama sudah mengucapkan, tapi begitu diulang lagi mereka lupa.

Me : Ya, susah mengingat ya miss ya. Apa lagi miss, ada lagi?

Te : Untuk sementara itu ya.

Me : Oke.

Mm, kalo disekolah itukan punya silabus kan miss ya. Menurut miss, silabusnya sudah memadai belum? Untuk memenuhi kebutuhan anak-anak yang variatif ini kemampuannya?

Te : Sebetulnya kalo silabusnya sendiri, gini miss, ini aku potong dulu. Silabus yang untuk khusus bahasa inggris untuk tahun yang aku pegang, tiap tahun itukan bukunya berubah-ubah ya. Nah, untuk tahun yang kupegang, itu terlalu tinggi buat anak-anak nasional. Harusnya itu konsumsi anak EP. Jadi, untuk anak nasional itu terlalu amat sangat tinggi. Jadi, kalo tadi miss bilang silabus sudah, karena setiap guru harus membuat silabus ya, tapi kalo untuk silabus yang tahun kemarin kita terapkan di nasional, gak sesuai sebetulnya. Karena dari bukunya itu, jujur semua dari kelas 1 sampe kelas 6 mengakui bahwa buku itu sulit.

Me : Berarti kurang memenuhi gitu ya?

Te : Kurang memenuhi.

Me : Nah, kalau menurut miss kurang memenuhi, kan miss sudah melewati itu, ketika miss melewati itu, strategi apa yang miss lakukan untuk bikin pelajarannya itu jadi memadai, silabusnya itu jadi memadai.

Te : Biasanya saya out of the box dari buku itu. Jadi saya tidak melulu dari buku. Saya cuman ambil intinya. Oh ini kita belajar apa toh. Setelah itu aku kembangkan sendiri. Bisa pake alat peraga, bisa pake nyanyian. Yang penting apa materi yang kita mau sampaikan masuk.

Me : Miss mengembangkan juga gak sih silabusnya? Maksudnya mm, kan itu sudah ditentukan ngajar apa ngajar apa, ada yang miss kembangkan ga dari situ?

Te : Saya kembangkan. Contoh: di silabus itu tidak ada percobaan-percobaan, saya pake percobaan percobaan.

Me : Percobaan itu praktek gitu ya miss ya?

Te : Praktek dikelas maupun diluar kelas.

Me : Contohnya miss kalo praktek diluar kelas?

Te : Contoh: mm, kita bicara soal serangga, insects ya. Materi tentang insects. Saya praktek. Anak-anak saya suruh cari insects diluar lapangan bola. Lalu saya suruh amatin,

saya suruh cari bagian-bagiannya, saya suruh tentuin, mereka saya suruh nulis. Trus saya presentasi didepan. Karena mereka juga harus belajar untuk vocabulary nya, mereka harus belajar tentang grammar pengucapan vokalnya yang bener. Itu aja.

Me : Wah seru ya miss ya. Maksudnya di bawa keluar untuk belajar. Kayaknya itu butuh diterapkan juga kalo diluar di sekolah-sekolah lain. Nah, itu kalo untuk bagian dari silabus, gimana kalo sam buku panduannya miss? Nah, itu menurut miss memadai gak sih?

Te : Iya, kan aku bilang. Gak memadai karena level bukunya terlalu tinggi.

Me : Trus, gimana miss memastikan bahwa mereka itu mengerti yang diajarkan?

Te : Ya itu yang ku bilang. Kita buat dengan game-game, kita buat dengan suasananya fun, karena kan ada guru yang mengajar itu hanya sesuai dengan buku kan? Kalau aku ga mau. Aku suka mengajar dengan fun.

Me : Ini kan miss ngajar dikelas yang mixed-ability, nah strategi yang miss gunakan itu efektif ga sih? Yang miss lihat, mereka mampu menyerap materinya apa gak?

Te : Mampu. Selama ini mampu. Setelah... jadi kita kembangkan sendiri ya. Kalo Cuma menurut teori dibuku itu aja, mereka ga mampu. Jadi harus pintar-pintarnya guru itu berkreatif.

Me : Untuk yang berikutnya, tadi dengan kecepatan belajar siswa, nah itu kan variatif, itu jadi tantangan tersendiri ga buat miss dengan kecepatan belajar mereka yang berbeda-beda gitu dalam mengajarkan bahasa inggris?

Te : Iya. Harusnya apa ya... biasanya saya kalo ngajar anak-anak yang pinter-pinter gitu, setelah mereka selesai, saya kasih mereka kesibukan sendiri, saya kasih mereka bahan sendiri lagi, biarkan mereka untuk mengerjakan, tidak hanya boring menunggu anak-anak yang belum mampu. Nah, untuk anak-anak yang belum bisa, ya kita deketin.

Me : Trus, deketinnya, apa yang miss lakukan ketika mendekati mereka.

Te : Biasanya kan mereka kan tanya, miss aku ga bisa ini, ini maksudnya apa? Kita jelasin, ini lho maksudnya seperti ini. Atau bisa juga saya buat tugas kelompok. Karena tugas kelompoknya saya mix, anak yang pintar dengan anak yang middle atau low. Dan itu akan saya buat semua punya peran masing-masing.

Me : Dan itu efektif miss?

Te : Efektif.

Me : Sipp. Trus yang berikutnya dengan motivasi belajar siswa. Nah itu, punya tantangan juga gak sih disitu?

Te : Nah itu, klo motivasi belajar siswa, kembali lagi ke keluarga. Guru itukan sebenarnya hanya sebagai penyeimbang terus pendorong ya. Sebetulnya, sekian puluh persen yang terbanyak kan dari keluarga. Miss Naomi tau sendiri kan kalau di nasional itu ada yang keluarganya berantakan, broken home, yang tidak diurusin orang tuanya, yang dia habis pulang sekolah orang tuanya ga mau tau. Nah itu loh, dan ada banyak sekali orang tua yang hanya memasrahkannya kepada guru. Contoh, pernah ada di saya, anak ini berkali-kali tidak pernah buat tugas aku, sedangkan aku tipe guru yang ga mau hanya main kasih nilai, dia tidak pernah mengerjakan, ya aku harus minta tanggung jawab anak itu. Sampe suatu saat tak kasih alternatif, besok kalo ga dikumpul, orang tuanya tak panggil. Bener besoknya ga dikumpul. Bener orang tuanya tak panggil. Orang tuanya dipanggil, dia bilang sama saya, “miss, saya ga punya waktu miss untuk mengawasi anak saya belajar, untuk mengerjakan PR.” Trus saya bilang, “Iho bu, tugas ibukan bukannya untuk mendampingi anak-anak apalagi anak-anak SD?” Nah, itu saya bantah. Karena apa? Karena saya sendiri juga single parent. “Saya single parent 3 anak lho, gak main-main. Ibu hanya cuman 1 kenapa mesti susah? Trus akhirnya, apa yang saya perbuat? Saya minta ijin ke ibunya, “oke, kalo ibu emang ga bisa ngawasin anaknya untuk ngerjain di rumah, saya minta sepulang sekolah anak ini mengerjakan tugasnya sampe selesai di sekolah dan hukumannya.” Karena kalau saya ga ngasih hukuman, itu akan membuat anak itu gak jera. Dia akan meremehkan, “alahh, paling hanya dibuat begini. Alahh, paling kayak ini.”

Me : Biasanya sanksinya kayak apa?

Te : Contohnya, ini yang saya efektif ya. Menurut saya yang efektif. Memang keliatannya agak ekstrim, karena sudah sebulan sampe lebih itu dia gak mbuat. Akhirnya, saya panggil orang tuanya, saya kemuka kan, hukuman anak itu apa coba, seribu kali menulis. Dan saya konsultasi ke orang tuanya, anak ibu saya hukum seperti ini karena itu konsekuensi, orang tuanya setuju, it's ok. Begitu selesai seribu kali menulis, akhirnya pelajaran-pelajaran yang lain welcome tuh, dan dipelajaran saya gak pernah lagi dia berani untuk tidak mengerjakan tugas.

Me : Jadi kalo untuk motivasi, miss cenderung untuk melakukan pendekatan ke orang tua anak gitu?

Te : Harusnya. Kalo saya lho. Karena gini, orang tua itu kan selalu banyak alasan yang kita sebagai guru, sebagai institusi pendidikan harus mau mengerti kan? Sedangkan anak itu tanggung jawab siapa? Kan bukan tanggung jawab tanggung jawab sekolah sepenuhnya. Tanggung jawab orang tuanya masing2. Jadi, banyak... sampe saya dikenal sebagai... saya sedikit-sedikit manggil orang tua, saya sedikit-sedikit manggil orang tua. Karena saya berikir... anak ini seperti ini, pasti ada sebabnya kok. Anak itu begitu bukan salah anaknya, salah orang tuanya sebenarnya. Dan ternyata setelah saya panggil baik-baik, mereka juga bilang, “iya miss, saya yang salah.

Me : Jadi efektif ya dengan panggil orang tua trus ngobrol gitu.

Te : Contoh, ada disalah satu kelas, namanya miss Y, itu dari kelas 1 sampe kelas 4, wali kelasnya itu, orang tuanya bermasalah dengan wali kelasnya. Jadi kalo di komplek tentang pelajaran, orang tuanya ini selalu mencak-mencak. Masuk kelas 5, masuk pelajaran saya, tidak pernah buat tugas. Ibunya saya panggil, saya mau lihat kayak apa sih. Temen-temen sudah bilang “kamu liat ya miss ya, nanti tensimu naik lho, dia orangnya wuhh sangar.” Aku mau lihat dia orangnya kayak apa sih. Aku panggil. Ibunya dipanggil diruang guru, saya suruh duduk. Saya ngomong baik-baik “saksi ya temen-temen, saya ngomong baik-baik.” Saya ngomong baik-baik, ibu itu juga bisa sih menanggapi saya dengan baik-baik. Tidsk mencak-mencak. Teman-teman sampe heran, “kok miss Aline bisa ya?” dan akhirnya ibunya mengakui bahwa, “iya miss, anak saya seperti ini lho. Kenapa anak saya saya didik seperti ini, ini ada sebabnya.” Jadi, sebenarnya pendekatan kepada orang tua itu efektif banget kok. Kalo kita bisa tahu apa sih masalh dikeluarga itu. Karena tugas guru juga bukan hanya mendidik kok, itu psikologinya juga ada. Untuk menyelamatkan psikologisnya anak ini. Sebetulnya anak-anak kayak nyuri, anak berantem, itu kan sebenarnya pelampiasan aja kan? kebetulan akan yang saya panggil ibunya yang teman-teman bilang sangar itu, itu juga nyuri segala macam udah berkali-kali. Sampe pelajaran saya ajapun mainan henpon, mainan henpon. Makanya saya ambil saya sita henponnya.

Me : Dan apakah miss melihat setelah melakukan diskusi gitu sama orang tuanya, anaknya punya perubahan yang lebih baik?



Te : Iya, ada. Yang saya bilang itu. Dan justru bukan cuman dipelajaran saya. Dipelajaran yang lain juga berubah. Dalam arti buat tugas lho ya, gitu.

Me : Nah, kalau bakat atau kecerdasan anak, miss. Tingkat kecerdasan mereka jadi masalah ga?

Te : Ya jadi tantangan. Karena itu, ada anak yang, “alah, apa sih bahasa inggris itu?” padahal selalu saya tekankan bahwa tidak ada kata sulit gitu kalau kita mau berusaha. Sampe saya kasih contoh, “pada waktu kamu bayi, bisa ga jalan?” “ga miss.” “Harus mulai dari apa? Harus mulai dari merangkak, harus mulai dari tetah. Nah, sama ga dengan belajar bahasa inggris? Kamu bilang ga bisa, miss Aline gurunya. Pelan-pelan ga saya ngajarnya. Apa miss Aline harus minta kalian perfect? Gak kan? Pelan-pelan kan?” Akhirnya mereka baru mudeng, gitu lho. Untuk anak-anak nasional, itu tidak bisa dibekali, dikerja dengan, “nih, kerjanya seperti ini,” ga bisa. Harus dari bawah, nol.

Me : Jadi miss juga membantu mereka dalam memotivasi mereka biar punya semangat belajar?

Te : Iya.

Me : Dan itu efektif miss? Membantu mereka dalam belajar?

Te : Iya. Efektif.

Me : Dan yang berikut nya, menurut miss, untuk mengajari kelas-kelas yang variatif seperti itu, apakah guru-gurunya butuh pelatihan terlebih dahulu apa ga? Menurut miss bisa ga kita yang orang awam gitu ga butuh pelatihan langsung ngajar kelas kayak gitu, bisa ga? Apa butuh pelatihan sendiri?

Te : Sebentar, saya bedakan. Kitakan, miss Naomi tahu sendiri bahwa disekolah kita ada juga anak-anak yang ABK (Anak Berkebutuhan Khusus). Saya pernah pegang beberapa kelas yang ada anak ABKnya. Namanya itu Kennet. Dia tidak pernah mau... ga bisa diem. Tapi dia pintar. Secara intelektual dia pintar. Dia tidak mau mendengarkan gurunya didepan. Dia hanya melalui audio-visual. Nah, anak seperti itu, dia gak bisa kalo kita duduk. Biarkan. kalo saya, saya biarkan, tapi harus ada sedo (nanny) karena kalo ga ada sedo, kita yang kesulitan. Terus, anak-anak yang... menurut miss gurunya harus dibekali ga sih? Misalnya kayak miss Naomi, masuk langsung ngajar disuatu tempat. Contoh seperti saya, saya itu tidak ada basic guru. Maksudnya tidak ada basic ngajar dari PGSD kayak yang lain-lain. Saja dari IKIP dan

jurusannya bahasa perancis. Tapi semua timbul dari motivasi. Kalo saya, awalnya saya suka anak kecil, kalo namanya sudah suka anak kecil, naluri keibuan, naluri ngajari seorang anak pelan-pelan, naluri seorang ibu ya, itu pasti berbeda. Tapi kalo secara umum, orang itu kan berbeda-beda ya. Contoh, saya dengan miss-miss yang lain beda, saya punya 3 anak dengan yang lain yang punya 3 anak juga, cara mendidik anaknya beda, penerapannya juga berbeda. Jadi ini semua kembali ke individualnya sendiri kalo menurut saya. Kalo guru itu dibekali dengan ilmu, oh kalo mengatasi anak yang kesulitan baca itu harus yang seperti ini, oh kalo mengatasi anak yang malas belajar itu seperti ini. Kalo saya pandang, wajib guru itu (wajib mendapat pembekalan). Tapi untuk aplikasinya... itu kan teori... untuk aplikasinya itu kembali lagi ke diri kita sendiri.

Me : Jadi, guru itu tidak cukup hanya mendapat pelatihan, tetapi butuh hati.

Te : Iya. Butuh hati yang mau melayani. Itu yang ditekanin. Kalo ga punya hati untuk mau melayani, sulit.

Me : berarti tetap butuh ya miss ya? Tetap butuh pelatihan. Dulu miss dapat pelatihan apa ga miss?

Te : Dapet. Wong kemarin juga baru dapet.

Me : Hehe, iya. Selain pelatihan guru, menurut miss... miss pernah melakukan ini ga sih? Memisahkan level tugasnya anak-anak yang kemampuannya lebih tinggi, sama middle sama low gitu? Jadi ada yang tugas mereka jadi lebih sulit, ada yang lebih mudah, seperti itu.

Te : Dulu pernah saya terapkan seperti itu, tapi kendalanya adalah orang tua. Karena kita kan gak ngerti, antara salah satu orang tua ... kita kan sekarang via henpon via whatsapp, dan sebagainya, “anakmu tugasnya apa? Kok beda dengan anakku padahal 1 kelas? Nah, setelah itu, mereka komplek ke gurunya. Mereka komplek saya jelasin, “kemampuan anak ibu itu diatas rata-rata.” “ya ga bisa dong miss klo kayak begitu caranya, kan kasian anak saya, kenapa ga diberi tugas sama rata aja? Akhirnya karena saya dapat banyak sekali masukan seperti itu, akhirnya saya sama ratakan.

Me : dan ketiga menyamaratakan gitu miss, strategi apa yang miss lakukan untuk membuat anak-anak itu sama-sama punya kemampuan untuk mengerjakan?

Te : Saya kasih latihannya dulu, dalam arti saya kasih kisi-kisinya dulu, saya kasih formulanya dulu, gitu. Karena daya serapnya mereka itu beraneka-ragam. Kalo saya hanya,

“ni ya, tugas ini cari ini, ato tugas serangga cari serangga” tanpa dijelaskan. “aku disuruh cari serangga buat apa? Trus suruh ngapain? Nah, itu mereka ga mudeng. Jadi, bener-bener kalo kita mau jadi guru, detilnya itu harus ada. Jadi mereka belum bisa dilepas secara mandiri.

Me : Jadi, kalo dilihat-lihat, miss ini punya trik masing-masing untuk setiap anak? Iya nda? Jadi beda-beda gitu perlakuannya, meskipun tugasnya sama materinya sama tapi...

Te : iya itu, kembali lagi karena daya serapnya mereka beda-beda. Jadi mereka datang ke saya, “miss ini bagaimana?” “ini harusnya apa sih yang di ini? Nah, kembali lagi, punya hati melayani ga? Punya hati sabar ga? Itu sebenarnya untuk ngajarin mereka supaya apa, supaya mereka itu nda manja, nda nyepelein gitu. Jadi efektif tuh, mereka berubah. Minimal karakter mereka ya.

Me : kalo karakter mereka berubah, menurut miss itu juga akan membantu meningkatkan kemampuan mereka didalam kelas?

Te : Jelas.

Me : Nah, kembali lagi yang memisahkan tugas nya mereka, berarti itu ga efektif ya miss setelah miss menerapkan?

Te : Ga efektif.

Me : Itukan dari orang tua, kalo dari anaknya sendiri?

Te : Dari anaknya sendiri ya akan protes, karena mereka mendengar secara langsung kan.

Me : Hmm, ini yang terakhir. Tentang evaluasi guru sama murid. Miss pernah melakukan itu gak sih? Seperti minta anak-anak untuk kasih masukan di akhir semester biasanya apakah miss ngajarnya sudah efektif gitu, apakah miss pernah lakukan?

Te : Iya, saya lakukan.

Me : Contohnya miss?

Te : Contohnya, iya saya selalu pada waktu akhir. Kayak kemaren pada waktu akhir perpisahan, justru mereka yang datang ke saya bilang, “miss Aline, besok kita kelas 6, miss ngajar lagi ya? Karena aku jadi senang belajar bahasa inggris, aku senang sekolah” Nah, jujur aku rasanya bangga, karena bukan hanya aku bisa bikin mereka itu fun dan mereka itubisa semangat, tapi mereka itu bisa menunjukkan bahwa ternyata sekolah itu enak lho. Karena

kebanyakan anak itu kalo ke sekolah itu males. Ga cuman dibahas inggris ya, mungkin dipelajaran lain juga ada, tapi yang saya alami, banyak anak-anak sekolah itu yang nganggap aku malah kayak orang tua sendiri. Karena “aku senang kalo di ajarin miss Aline.” “aku ga suka kalo di ajari guru ini.” Sampe kadang, ke wali kelasnya sendiri keliatan banget mencoloknya. Perhatian ke wali kelas seharusnya lebih dong, daripada ke guru bidang. Ini ga. Sampe kadang saya suka sendiri gitu lho.

Me : Miss juga ngasih evaluasi ke mereka apa ga?

Te : Iya, saya kasih evaluasi, “ini lho kamu kurangnya seperti ini, nanti dikelas 6 ditingkatkan ya.”

Me : Dan itu membantu ya menurut miss?

Te : Membantu. Tapi kembali lagi tergantung dari gurunya. Kembali lagi gini lho miss, dikelas 1 gurunya bagus, dikelas 2 gurunya asal-asalan, kelas 3 bagus lagi, kelas 4 asal-asalan lagi, bisa ga untuk anak itu stabil untuk naik terus? Kembali lagi ke gurunya gitu lho. Makanya kemaren dipanggil sama pak Batara ditanya, “kamu pengen kelas berapa?” “aku pengen kelas 1” “kenapa?” “karena itu dasar. Aku pengen liat anak kelas 1 naik kelas 2 itu bisa sesuai dengan yang kita inginkan.” Akhirnya tuh di kelas 1, hehe

Me : Oh gitu, anak kelas 1, aku pernah masuk kesana dan...

Te : Tantangan tersendiri. Karena kita tidak hanya sekedar ngajar, tapi kita bermain. Karena itu masa peralihan dari TK naik ke SD ya. Mereka masih banyak bermain kan. aku senang dengan tantangan-tantangan yang buat mereka, “ini lho fun, ini lho fun, SD itu fun. Gak tertekan.

Me : Jadi kalo dilihat-lihat, miss ini lebih menekankan kelas yang fun ya yang seru. Dan itu efektif?

Te : Iya, efektif. Karena kalo ku lihat, ada beberapa wali murid itu yang menekankan kedisiplinan yang bagus, itu bagus. Tapi kan gak nyaman. Aku selalu menekankan kalo aku masuk dikelas, “yuk, gausah tegang yuk” yang guru lain ya itu guru lain, sekarang miss Aline,

Baru mereka gak tegang.

Me : Berarti kalo fun itu sering pake game gitu ya miss?

Te : Aku sering pake game, sering pake nyanyian, sering pake pendekatan, “nak, kamu itu mbok bisa to nak” kayak enak aja. Mereka itu butuh diakuin. Anak nasional itu butuh diakuin, butuh di puji, butuh dihargai-penghargaan itu ada. Padahal dia sudah kelas 5 lho. Justru yang kelas 5 itu mereka memang butuh gitu lho. Karena kan nanti masa-masa peralihan, mencari jati diri kan dari situ kan. Contoh: ada anak yang dikelasnya miss A, anaknya nakal banget. Semua guru bilang nakal banget. Anaknya tinggi, sukanya tawuran. Masuk aku, manggil aku apa? Mami. Dia sampe buat puisi buat aku, karena bagi dia, aku itu guru yang bisa sabar ngeladenin dia. Aku ga pernah marah lho. Jarang marah kalo dikelas. Tapi kalo kayak yang ga disiplin-disiplin gitu, justru aku marah memang. Karena guru itukan gak hanya cuman ngajar, tapi kita juga karakter to.

Me : Jadi pendekatan yang personal itu bisa bikin yang low itu...

Te : Personal itu bener-bener fungsinya bagus. Kalo mo terapkan.

Me : Itu yang terakhir sih miss, miss masih punya strategi-strategi lain lagi ga? Yang belum disebutkan.

Te : Ya itu. Belajar di luar. Suasananya beda. Aku sering ngajak anak-anak itu ngajar bahasa inggris di lapangan sepak bola itu. Udah, ngumpul begitu trus mereka aku biarkan dulu, mereka main, baru mereka tak kumpulin, “sudah? Seneng? Abis itu baru masuk lagi. Mereka fun. Karena sebetulnya kalo kita mau cermatin, kan mereka itu udah belajar dari pagi sampe sore to, harusnya guru itu cermat. Oh iya ya, fisik anak... kita aja yang orang dewasa bisa lelah pikirannya, apalagi anak. Kalo mereka sudah bisa sekedar apalah, teriak, trus mereka msuk lagi, itu sudah beda lho. Cara penangkapannya kalo guru ngajar dikelas dengan yang hanya stuck dikelas gitu.

Me : Ini, kalo aku disana itu pernah mengalami ya, kalo di outdoor, itu dipanggil sama semua anak, “miss, ini gimana? Ini gimana?” Nah, kalo miss sendiri mengatasi situasi seperti itu, yang semua anak datang gitu, kerumun minta tolong, nah itu miss menghadapinya gimana?

Te : Kalo aku, aku buat kelompok-kelompok, terus kita yang aktif, aku cuman bilang nanti miss Aline akan datang ke kelompok-kelompok ya, tugas kalian menyelesaikan dulu. Nah, disatu kelompok itu, kita selesaikan, berdampingan dengan murid-muridnya, trus tanya, “apa sih kesulitanmu? Kamu kurang apa? Kamu butuh apa? Kamu ga tau apa?” pasti bisa kok, jadi menekankan kalo anak itu ga perlu harus semua-semua datang ke guru, kita yang



harus datang ke murid. Disamping kita ngajarin anak untuk disiplin, untuk apa ya... dibuat kelompok aja bisa kok sebenarnya, efektif banget lho itu belajar kelompok. Itu sangat membantu.

Me : Ada lagi miss?

Te : Sudah.

